



## PADP 6960: Public Management

Department of Public Administration & Policy  
School of Public & International Affairs  
The University of Georgia

### COURSE INFORMATION

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Course Number: PADP 6960  
Call Number: 49352  
Semester: Spring 2021  
Credit Hours: 3.00  
Class Location: Baldwin Hall 101D  
Class Times: Thursday 7:00 PM – 9:45 PM  
Class Sessions: January 14<sup>th</sup> to April 29<sup>th</sup>  
Class Format: Hybrid Synchronous

### INSTRUCTOR INFORMATION

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Instructor: Dr. Michelle L. Lofton  
Email: [mlofton@uga.edu](mailto:mlofton@uga.edu)  
Office Location: 280A Baldwin Hall  
Athens, GA 30602-1615  
Office Phone: 706-542-1746  
Office Hours: Thursday 12:00 PM – 3:00 PM  
or by appointment

### COURSE DESCRIPTION

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This course is a graduate level survey course designed to introduce you to the foundational theories, general themes, major topics, and contemporary managerial challenges facing public and non-profit organizations. The course addresses the four main areas: (1) an introduction to public organizations by emphasizing the history, environment, politics, and public policy; (2) an examination of the key dimensions of organizing and managing; (3) bringing theory into practice by way of case-based learning exercises; and (4) the application of strategies for managing and improving public and non-profit organizations.

Your learning is my primary concern in this course, so I may modify this course syllabus if, for instance, we discover we need to spend time on a certain topic and less on another. The course syllabus is a general plan for the course; deviation announced to the class may be necessary. Please stay tuned into eLC and in-class announcements to make sure you have the latest information in hand.

### Prerequisites

There are no prerequisites for this course.

### LEARNING OBJECTIVES

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This course is designed for you to demonstrate your knowledge and skills to influence the management and development of public organizations. You will display the competency: to lead and manage in public governance. You will demonstrate your ability to (1) work in groups and

teams to make collaborative decisions, incorporate diverse viewpoints, and create a cohesive and professional product, and (2) identify leadership and management demands across sectors, particularly in the public and nonprofit sectors, including similarities and differences as well as unique inter-governmental and inter-organizational challenges. On successful completion of this course, you will be able to achieve the following:

1. Articulate organizational problems and establish strategies for stakeholders and citizens to have input into public program management.
2. Demonstrate the capacity for disciplined conceptual analysis and cogent analytical writing.
3. Effectively utilize established theories to frame and interpret public organizational and management issues.

You will have the opportunity to demonstrate your ability to achieve these learning objectives through the assessment of class discussions, group work, written assignments, and examinations. The formal assessment of your progress in achieving these learning objectives is from your assignments.

## **ACTIVE LEARNING STATEMENT**

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Active learning is any activity that requires you to think about what you are learning, as you are learning it. A myriad of research studies on the effectiveness of activity learning in college classrooms points to improvements in engagement, long term retention of course content, improved competencies, and higher course grades. In this course, you will engage in the learning process through the construction of knowledge and understanding with interactive instructional activities that promote higher order thinking. During your successful completion of this course, you will engage in active learning opportunities designed to focus your attention on improving targeted skills that support the achievement of the learning objectives.

## **COMMUNITY EXPECTATIONS**

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The following community expectations have been developed by our class.

### ***Expectations of Peers and Group Interactions***

You expect your peers to provide a good faith effort to share the work in group exercises. Everyone to show respect for each other's thoughts and opinions. That each student would be patient, share their different interests in viewing public administration, allowing thoughtfulness with your words, and allowing for everyone to be heard.

### ***Expectations of Yourself***

You are expected to show respect to your peers, especially in their preference for class instruction and group work interactions. You want time to figure out your purpose in the program, learn better management practices, work hard, and be cognizant of appropriate time management. You will also strive to bridge the gap with project management and personnel management to become aware of the differences between public management and public personnel.

### ***Expectations of Me***

Dr. Lofton will strive to communicate clear expectations about the course, provide constructive feedback, and be flexible with teaching given the COVID-19 pandemic and world events.

### ***Expectations of Learning in the Course***

You expect to learn about how to evaluate the success of a public agency, best management practices for different sectors, methods of collaborating with organizations of different structures, when the public and marginalized voices can influence decision-making, conflict and crisis management, and dominate theories and research in public management.

## **COURSE STRUCTURE & GRADING**

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### ***Course Structure***

To ensure social distancing to mitigate the spread of COVID-19, your course will be instructed in a hybrid flexible (hyflex) manner. Under this instructional method, you will be able to engage with parallel options of face-to-face, online, and remote engagement. If the class enrollment is higher than the classroom capacity given social distancing guidelines, your class will be split into sections to allow for each student to attend a shorter face-to-face instruction session each week. The face-to-face instruction will be streamed live online (hybrid synchronous) to allow for students to view the shared in-person computer screen and engage through the online video stream and messaging features. The online live stream will be recorded and posted on eLC to allow for viewing at a later date. If available, please bring a laptop or website ready device along with headphones for Zoom breakout sessions in-class.

This is a critical thinking and writing intensive course where you'll be expected to engage in high quality class participation. Each class sessions will focus on conceptual and analytical material contained in the assigned readings and lecture. During each class, you will make progress towards improving your skills to achieve the learning objectives through an active learning instructional framework. You will be expected to have read the assigned material and to have made a good faith effort to complete all written assignments. However, I am available to aid in supporting your learning both during and outside of class hours.

This is a writing intensive course that expects high quality class engagement. This course develops multiple skills with the following required tasks.

### ***Course Grading***

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ASSIGNMENTS	RELEVANT LEARNING OBJECTIVE	PERCENT OF YOUR GRADE	DUE DATE
1. Examination One	Objective 2	25%	February 11 <sup>th</sup>
2. Examination Two	Objective 2	25%	March 14 <sup>th</sup>
3. Group Research Project	Objective 1	25%	See description and schedule
4. Exercises	Objective 3	15%	See description
5. Individual Presentation	Objective 3	10%	April 15 <sup>th</sup>

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### ***Examinations (50%):***

You will complete two essay examinations worth 50% of your final grade. The purpose of examinations is to (1) assess your ability to identify leadership and management demands, interpret organizational issues, and frame practical solutions given concepts learned in the course with a real-world scenario, (2) assess your written communication skills, and (3) assess your ability to work under various fixed timelines. These skills assessed are necessary to be successful in public sector employment opportunities. The exams will require you to apply and incorporate concepts and course materials to a hypothetical case. Each examination requires your essay to respond to questions provided about the case and submit to the eLC course page.

The examinations are completed individually but are open-book and open-note. The same grading rubric will be used to assess both examinations. A final exam will be provided as an option to replace the grade of exam one or two if you make a higher scoring grade. This exam will be comprehensive, but you will receive about one week to complete the exam. Please email a week before the final exam is provided to indicate that you will take the optional final exam. If there are any extenuating circumstances regarding the exam dates and times, please email me at your earliest convenience.

*Examination Schedule*

EXAM	AVAILABILITY DATE	DUE DATE	GRADE
1. One	7:00 PM on February 11 <sup>th</sup>	11:30 PM on February 11 <sup>th</sup>	25%
2. Two	7:00 PM on March 13 <sup>th</sup>	11:30 PM on March 14 <sup>th</sup>	25%
3. Three (optional)	6:45 PM on April 29 <sup>th</sup>	11:30 PM on May 10 <sup>th</sup>	(replace)

**Group Research Project (25%)**

The purpose of this project is to (1) improve upon your practical knowledge about leadership and management demands across public and nonprofit organizations; (2) synthesize information you have learned over the course; and (3) allow for you to participate in a working group of your peers to make collaborative decisions, develop solutions to problems, and create a cohesive and professional group product.

The class will be divided into teams to produce a research project on a government or non-profit organization. You will be split into groups shortly after the semester starts based on the enrollment and work as a group throughout the course. Half of the class will evaluate a government organization and the other half will evaluate a nonprofit organization. I have assigned specific times in the course to work with your group as well as indicated deadlines for each deliverable. Each group will submit one assignment and each group member will receive the same grade. However, peer evaluations will be required at the end of the project and I may adjust an individual group members grade based on their peer feedback. Detailed information about the group project is available on the group project assignment sheet available on eLC.

**Exercises (15%):**

For each class session, you will participate in active learning exercises. The purpose is to evaluate your engagement with the course content and provide timely feedback of your learning. The exercises will be completed individually prior to class and be used in discussions and in groups to address concepts covered in class.

You will receive a grade of √+, √, or √- on the exercises. These grades are for informational purposes only. **As long as you make a good faith effort you will receive points for the exercise.** “√+” indicates work that is accurate and well-presented, “√” indicates work that is generally good but may have small errors, and “√-” indicates that the assignment was largely incorrect and you are encouraged to see me for review of the exercise during my office hours or by appointment so we can work together on your learning of the content. In cases where the exercise is not submitted prior to class or shows a lack of real effort, you will receive no credit for the exercise. I will randomly select exercises turned in over the course of the semester to evaluate your overall exercise grade. If you have actively participated and put forth a good faith effort to contribute to selected exercises, you will receive full credit for 15% of your final grade. You will be given the opportunity to make-up the exercise with an alternative assignment if you have an absence from class due to extenuating circumstances (e.g., sickness, hospitalization, birth of a child, and death of a loved one).

**Individual Presentation (10%):**

You will individually write a 2-page double spaced analysis of a research article addressing a public management topical area. You will then present visually a 3-minute presentation of the article and your analysis. You will describe the purpose of the article, sample used for the study, and the main findings. You will then provide your analysis of how the research article contributes to our understanding of evaluating public management and the practical implications for managers. Given the number of students enrolled, we will record presentations over Flipgrid by April 15.

*Assigning a Grade*

Your weighted average of assignment grades will be used to determine your letter grade. In determining grades, I will follow the grading scale.

Weighted Average	Letter Grade	Assessment
100% - 93.00%	A	Superior performance
92.99% - 90.00%	A-	
89.99% - 88.00%	B+	Good performance
87.99% - 83.00%	B	
82.99% - 80.00%	B-	
79.99% - 78.00%	C+	Minimal performance
77.99% - 73.00%	C	
72.99% - 70.00%	C-	
69.99% - 60.00%	D	
0.00% - 59.99%	F<	Failed course

*Late Assignment Policy and Incompletes*

You will be given the opportunity to make-up exams in this course and turn in late assignments only for extenuating circumstances and/or conflicts with institutionally approved absences. Incomplete or “I” grades are permitted in rare circumstances after discussing with me in a schedule meeting during my office hours or by appointment. Please let me know as soon as you see a problem developing. You can become familiar with the University’s course withdrawal procedures at: [UGA Withdrawal Policies](#).

## COURSE MATERIALS

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### *Required Materials*

The research articles you will read in the course can be found by accessing the UGA library's website or our eLC course materials. You will also evaluate case studies from the casebook indicated below.

Austin, M. J., Brody, R., and Packard, T. (2009). *Managing the challenges in human service organizations: A casebook*. Sage Publications, Inc. ISBN-13: 9781412941273

Referred to as Austin et al. on the schedule.

### *Supplemental Materials*

The following textbook will be used to evaluate some course topics. This book can be accessed fully online at the UGA library's website.

Rainey, H.G. (2014). *Understanding and managing public organizations*. 5<sup>th</sup> Edition. John Wiley & Sons. ISBN-13: 9781118583715

Referred to as Rainey on the schedule.

## ACADEMIC RESOURCES

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My goal is to create a learning environment in which you can be successful at achieving the learning outcomes. I will work hard to create and improve the learning environment throughout the semester based on my own observations of the course and your feedback on what would ease your learning process. In return, I ask and encourage you to make the most of this learning opportunity. Please take advantage of the academic support services available to you at the University. Even if you have had excellent study skills in the past, it is easy to slip into suboptimal habits and these services can help you excel in your studies. I am also available to aid in your learning process during the semester.

### **Library**

The UGA librarians offer one-on-one consultations with students who are writing or re-writing research papers or projects. You can obtain assistance about appropriate research sources, avoiding plagiarism and properly citing work. Please send request to Elizabeth White: [elizabethwhite@uga.edu](mailto:elizabethwhite@uga.edu) or call at (706) 542-0516, and she will provide assistance or forward your request to the appropriate librarian subject specialist.

### **Division of Academic Enhancement**

The Division of Academic Enhancement has experienced writing instructors to work individually with students to assist with matters such as paraphrasing, grammar, building a convincing argument, incorporating citations, and understanding how and when to cite. Students can bring current pieces of writing to up to two appointments per week. To schedule an appointment, call 707-542-7575 or visit <https://dae.uga.edu/services/tutoring/writing/>

## UNIVERSITY POLICIES

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### Accessibility Statement

UGA is committed to the success of all learners, and we strive to create an inclusive and accessible environment. If you anticipate issues related to the format or requirements of this course, please meet with me. I would like us to discuss ways to ensure your full participation in the course. If you have, or think you may have, a disability (including an “invisible disability” such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to arrange support services and/or accommodations through the Disability Resource Center.

The Disability Resource Center (<https://drc.uga.edu>), works with students who have documented disabilities to access reasonable accommodations and academic supports. For more information or to speak with a coordinator, please call the Disability Resource Center at (706) 542-8719. Disability-based adjustments to course expectations can be arranged only through this process. If you determine that formal, disability-related accommodations are necessary, it is important that you be registered with the Disability Resource Center and notify me of your eligibility for reasonable accommodations in order to participate in course activities or meet course requirements. We can then plan how best to coordinate your accommodations.

### Academic Honesty

As a University of Georgia student, you have agreed to abide by the University’s academic honesty policy, “A Culture of Honesty,” and the Student Honor Code. All academic work must meet the standards described in “A Culture of Honesty,” the University’s policy and procedures for handling cases of suspected dishonest, which can be found at: <https://honesty.uga.edu/Academic-Honesty-Policy/>. The UGA Student Honor Code states “*I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others.*” Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to me.

Academic dishonesty violations will result in a minimum penalty of a ‘0’ on the assignment or exam, can escalate to an academic dishonesty charge brought by me, and can result in dismissal from the program of study and the University.

### Religious Accommodations

UGA’s religious accommodations policy, found at <https://eoo.uga.edu/definitions/religious-accommodations>, recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the Religious Holidays Attendance Policy, I can allow for students to make up work because of a religious observance provided that you notify me. Please look over the course schedule and contact me by the end of the second week of class if there are any classes you will miss due to a religious observance.

### Mental Health and Wellness Resources

UGA has several resources to aid in your mental and emotional health needs. You can take note of the following support resources.

- If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit <https://sco.uga.edu>. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.
- UGA has several resources for a student seeking mental health services (<https://www.uhs.uga.edu/bewelluga/bewelluga>) or crisis support (<https://www.uhs.uga.edu/info/emergencies>).
- If you need help managing stress anxiety, relationships, etc., please visit BeWellUGA (<https://www.uhs.uga.edu/bewelluga/bewelluga>) for a list of FREE workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center.
- Additional resources can be accessed through the UGA Mobile App.

### FERPA Notice

The Federal Family Educational Rights and Privacy Act (FERPA) grants students certain information privacy rights. See the registrar's explanation at: <https://apps.reg.uga.edu/FERPA/>

## COURSE POLICIES

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### Diversity and Inclusion Statement

Diversity encompasses acceptance and respect. The term "diversity" covers differences of culture, background and experience among individuals and groups. Such differences include, but are not limited to, differences of race, ethnicity, national origin, color, gender, sexual orientation, gender identity, age, and abilities, as well as political and religious affiliation and socioeconomic status.

The University of Georgia prioritizes diversity in education and recognizes that diversity is an integral component of educational excellence. Diversity and inclusion are also central to excellence in the public and nonprofit sectors. In the classroom, you are encouraged to honor the uniqueness of peers and to appreciate the opportunities to learn from one another. All persons have the right to be addressed and referred to in accordance with their personal identity. In this class, you will have a chance to indicate the name that you prefer to be called, and if you choose, to identify pronouns with which you would like to be addressed. I will do my best to address and refer to you accordingly and encourage you to support classmates in doing so as well.

During the semester, we will cultivate a practice of open and courteous dialogue. You are encouraged to share diverse experiences, ask questions, and explore different perspectives. Please demonstrate respect for each other's opinions and refrain from personal attacks or demeaning comments of any kind. **In addition, please remember to keep confidential all issues of a personal or professional nature that are discussed in class.**

### Land and Labor Acknowledgement

I would like to acknowledge that the land I live and work on by naming the Muscogee-Creek, Cherokee, and Chickasaw Peoples upon whose territory the University of Georgia stands. I



further acknowledge the enslaved peoples, primarily of African descent, whose labor built much of the University of Georgia.

### **Your Health**

You have a critical role to play as we work together to protect the health and safety of every member of the Bulldog Nation. You have been provided with a digital thermometer and are required to self-monitor for signs or symptoms of COVID-19. By coming to campus, you are acknowledging that you have checked, and do not have, symptoms of COVID-19. UGA is using a notification application to remind you daily to check for symptoms prior to coming to campus and self-report in the event you display COVID-19 symptoms. If you report symptoms, the University follows a confidential process for securely notifying health officials who can begin contact tracing and provide appropriate support services. If you have an underlying medical condition or, for any reason, believe that you are at a high risk of developing a serious case of COVID-19, you may request an accommodation through the Disability Resource Center (DRC) at [drc@uga.edu](mailto:drc@uga.edu) or 706-542-8719. More information can be found at: [https://drc.uga.edu/site/content\\_page/register-for-services](https://drc.uga.edu/site/content_page/register-for-services)

### **DawgCheck**

Please perform a quick symptom check each weekday on DawgCheck—on the UGA app or website—whether you feel sick or not. It will help health providers monitor the health situation on campus. More information can be found at: <https://dawgcheck.uga.edu/>

### **COVID-19 Guidance**

Guidance is provided below for some common COVID-19 questions.

#### ***What do I do if I have symptoms?***

If you are showing symptoms, you should self-isolate and schedule an appointment with the University Health Center by calling 706-542-1162 (Monday-Friday, 8 a.m.-5 p.m.). Please DO NOT walk-in. For emergencies and after-hours care, see <https://www.uhs.uga.edu/info/emergencies>.

#### ***What do I do if I am notified that I have been exposed?***

Effective Jan. 4, 2021, students who learn they have been directly exposed to COVID-19 but are not showing symptoms should self-quarantine for **10 days** (consistent with updated Department of Public Health (DPH) and Centers for Disease Control and Prevention (CDC) guidelines). Those quarantining for 10 days must have been symptom-free throughout the monitoring period. Please correspond with me via email, with a cc: to Student Care & Outreach at [sco@uga.edu](mailto:sco@uga.edu), to coordinate continuing your coursework while self-quarantined. If you develop symptoms, you should contact the University Health Center to make an appointment to be tested. You should continue to monitor your symptoms daily on DawgCheck.

It is strongly encouraged that you voluntarily take a COVID-19 test within 48 hours of the end of the 10-day quarantine period (test to be administered between days 8 and 10). You may obtain these tests at Legion Field (<https://clia.vetview.vet.uga.edu/>) or at the University Health Center by calling 706-542-1162 (Monday-Friday, 8 a.m.-5 p.m.). Please DO NOT walk-in the

University Health Center without an appointment. For emergencies and after-hours care, see <https://www.uhs.uga.edu/info/emergencies>

If the test is negative, the individual may return to campus, but **MUST** continue to closely monitor for any new COVID-19 symptoms through 14 days. DawgCheck (<https://dawgcheck.uga.edu/>) is the best method for monitoring these symptoms. If new symptoms occur, you must not come to campus and must seek further testing/evaluation. If the test is positive at the end of the 10-day period, you must begin a 10-day isolation period from the date of the test.

### ***How do I get a test?***

If you are demonstrating symptoms of COVID-19, you should call the University Health Center (UHC). The UHC is offering testing by appointment for you as a student. You may book an appointment by calling 706-542-1162.

UGA will also be recruiting asymptomatic students to participate in surveillance tests. If you are living in residence halls, Greek housing and off-campus apartment complexes, you are encouraged to participate.

It is strongly encouraged that you take advantage of the expanded surveillance testing that is being offered from **January 4 – 22: up to 1,500 free tests per day at Legion Field and pop-up locations**. Testing at Legion Field can be scheduled at <https://clia.vetview.vet.uga.edu/>. Walk-up appointments can usually be accommodated at Legion Field, and pop-up saliva testing does not require pre-registration. For planning purposes, precise sites and schedules for the pop-up clinics are published on the UHC's website and its social media as they are secured: <https://www.uhs.uga.edu/healthtopics/covid-surveillance-testing>.

### ***What do I do if I test positive?***

Any student with a positive COVID-19 test is required to report the test in DawgCheck and should self-isolate immediately. Students should not attend classes in-person until the isolation period is completed. Once you report the positive test through DawgCheck, UGA Student Care and Outreach will follow up with you.

### **Use of Face Coverings**

Effective July 15, 2020, the University of Georgia—along with all University System of Georgia (USG) institutions—requires all faculty, staff, students and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. Face covering use is in addition to and is not a substitute for social distancing. Anyone not using a face covering when required will be asked to wear one or must leave the area. Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons. Students seeking an accommodation related to face coverings should contact Disability Services at <https://drc.uga.edu/>.

Like other buildings on campus, in Baldwin Hall, face coverings in public indoor spaces, including classrooms, are **mandatory**. You will be required to wear a face covering in class or

provide health documentation to me for why you are unable to wear a face covering. Our classroom face covering policy will follow the USG directive indicated above.

### **Social Distancing and Not Congregating**

In all public spaces in Baldwin Hall (including stairwells, halls, offices, bathrooms, classrooms, and labs), please maintain six feet between you and others. The seating capacity in your classroom has been modified to allow for social distancing. Please sit in designated, marked seats. In all public spaces, including classrooms, you should not remove signage or re-arrange furniture, even if it appears that furniture is not being used. To help maintain distance, please keep right, where possible. If you enter/exit through the front doors of Baldwin Hall, please follow the signs (and traffic) directing you through a specific set of doors. **Please do not congregate.** If you want to spend some time chatting with someone, please take it outside or online. I am also requesting that you enter and exit Baldwin without delay, staying outside of the building as long as practicable before your class begins and then leaving once your class is finished.

### **Keeping Clean**

Cleaning and disinfecting of public spaces are important to reduce the risk of exposure to COVID-19. Classrooms are only being cleaned once-per-day. There are sanitation wipes in the buckets or stands in proximity to your classroom. *Prior to heading in to class*, you should take a wipe from the station and wipe down all high-touch surfaces associated with your seat. You should help further slow the spread of the virus by frequently washing your hands. Bathrooms will be cleaned frequently during the day. On occasions that bathrooms are closed for cleaning, you may need to use those on other floors or in other buildings. Please be conscious of the density of traffic in bathrooms and practice social distancing.

### **Academic Calendar and Schedule**

Classes begin on January 14<sup>th</sup> and in-person instruction will not be conducted on the instructional break day. This semester the daily class schedule has been adjusted to add five minutes between classes. You can access the daily class schedule at: <https://reg.uga.edu/general-information/daily-class-schedule/>

### **Participation Policy**

Your active participation is highly encouraged in this course. However, there might be instances in which you cannot attend in-class or asynchronous live sessions. Excused absence from class can include properly documented sickness or hospitalization, birth of a child, active duty service requirements, documented family medical emergencies, or university business. In the event that the university cancels classes, such as for severe weather, you are expected to continue with readings as originally scheduled. Any assignments scheduled during those missed classes, such as a group project deliverable or the exercises, are due at the next class meeting unless other instructions are posted at the course eLC page or communicated via email.

### **Staying in Touch and Checking Your Email**

Office hours are encouraged, but should be scheduled to ensure safe social distancing. Please email me to schedule a meeting during office hours (or by appointment). If preferred, office hour meetings can occur with you online or by phone. **Check your University email** regularly so you

don't miss important information. Please, review the [UGA Coronavirus \(COVID-19\) Information and Resources website](#) which includes helpful, up-to-date messages for students.

### **Additional Course Policies**

- Class begins at 7:00 PM and continues until 9:45 PM. Please arrive promptly since all announcements will be made at the start of each class meeting. If enrollment exceeds the assigned classroom capacity, please arrive/leave class in a manner that does not create congregating in the halls and allows for disinfecting of your seating area.
- I encourage you to bring a notebook, tablet, or computer to class, for notetaking and active learning activities. However, please do not spend time in class using social media or doing work not related to this class; the goal is for our time together to be focused and engaged, and I encourage you to adopt strategies that will help both you and your classmates.
- The course is structured with active learning activities, group discussion, and short lectures. For this reason, I expect you will actively participate by responding to questions posed by myself or your colleagues. There is no formal attendance policy in the class however, active participation and the exercises requires your engagement. To facilitate a collegial learning process, you should have reviewed all the assigned materials prior to class.
- Please aim to communicate with me if you have concerns. I can probably address most of your questions before or after class, during office hours, or over email. The office hours listed on the first page are *not* the only times when I will be available to meet. If the listed times don't suit your schedule, please send me an e-mail ([mlofton@uga.edu](mailto:mlofton@uga.edu)) and propose three alternative times you could meet and I will let you know which option works best. Please send me an email that concisely articulates your question(s) or concerns. I will check my e-mail regularly and make every effort to respond to your question(s) in a timely manner, within 24-hours.
- You will be required to submit your assignments to the electronic drop-box at the course eLC website. For the group assignments, please provide one submission per group and list all group members. Let me know as soon as possible if you can't deliver an assignment on time due to emergencies.
- No extra credit is given.

**Class Meeting Schedule<sup>1</sup>**

Session	Date	Class Topic	Assignments	Readings*
<b>Introduction to Public Organizations</b>				
1	1/14	Overview of Course & Introduction of Assignments		
2	1/21	Uniqueness of Public Organizations		Boyne (2002) <i>Rainey – Ch. 1 &amp; 2</i>
3	1/28	Analyzing The Environment for Public Management		Benton (2020) Austin et al. – Ch. 3 <i>Rainey – Ch. 3 &amp; 4</i>
4	2/4	Impact of Political Power and Public Policy in Public Management	<b>Group Project: 1-Page Synopsis</b>	Kapucu, Hu & Khosa (2017) Austin et al. – Ch. 6 <i>Rainey – Ch. 5 &amp; 6</i>
5	2/11	<b>EXAMINATION ONE</b>	<b>Due at 11:30 PM</b>	
<b>Key Dimensions of Organizing and Managing</b>				
6	2/18	Designing Goals, Determining Purpose, and Implications of Government Structure		Bryson et al. (2018) Austin et al. – Ch. 5 <i>Rainey – Ch. 7 &amp; 8</i>
7	2/25	Managing People in Public Organizations	<b>Group Project: Vignette</b>	Sabharwal (2014) Austin et al. – Ch. 7 <i>Rainey – Ch. 9 &amp; 10</i>
8	3/4	Promoting Leadership & Teamwork <i>Guest Speaker: Mara Shaw (Carl Vinson Institute of Government - CVIIOG)</i>		Boin & Hart (2003) Austin et al. – Ch. 4 <i>Rainey – Ch. 11 &amp; 12</i>
9	3/11	<b>EXAMINATION TWO</b>	<b>Due 3/12 at 11:30 PM</b>	
<b>Bringing Theory into Practice</b>				
10	3/18	Best Practices for Managing and Improving Organizations <i>Guest Speaker: Gustavo Rodriguez (Athens-Clarke County)</i>		Gerrish (2016) Austin et al. – Ch. 8 <i>Rainey – Ch. 13 &amp; 14</i>
11	3/25	Best Practices for Managing Key Actor Relationships in Partnerships <i>Guest Speaker: Ashley Stewart (Extra Special People)</i>	<b>Group Project: Interview</b>	Carney, T. J. and Weber, D. J. (2015)
12	4/1	Best Practices for Using Strategy and Planning to Improve Organizational Performance <i>Guest Speaker: Walt McBride (CVIOG)</i>	<b>Group Project: Bibliography</b>	George, Walker, & Monster (2019)
	4/8	<b>Instructional Break - No Class</b>		
13	4/15	Best Practices for Maintaining Accountability	<b>Individual Presentation</b>	Han (2019)
14	4/22	Group Project Work Day		
<b>Group Application</b>				
15	4/29	Virtual Group Project Presentations	<b>Group Project: Presentation, Memo, and Self and Peer Assessment</b>	
	5/10	<b>FINAL EXAMINATION (Optional - online)</b>	<b>Due at 11:30 PM</b>	

<sup>1</sup> Please note that the course syllabus is a general plan for the course. The schedule and readings are subject to change at the discretion of the Professor. All deviations will be announced to the class and noted on the course eLC page. Guest speakers will be added. \*Case studies from Austin et al. will be assigned based on enrollment. Rainey readings are optional.